



Falcon Junior SEN Information Report

2024-2025

Welcome to our SEND information report which is part of the [Norfolk Local Offer](#) for learners with Special Educational Needs and Disabilities (SEND).

At Falcon Junior School we are committed to working together with all members of our school community. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim that all pupils regardless of individual need make the best possible progress. We would welcome your feedback and future involvement in the review of our offer.

If you have concerns about any area of SEND please contact our SENDCo.

Mrs Sharon Wagstaff

Assistant Head / SEND Co-ordinator (B.A.(QTS) and M.A in SEN Education)

Email: sendco@falcon.norfolk.sch.uk

Phone: 01603 44147

The kinds of special educational needs for which provision is made for at Falcon Junior.

As described in the [SEN Code of Practice](#) there are four categories of special education need. Part of the assessment of a child would involve identifying a primary area of need which are described in the following four categories.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autistic spectrum disorders (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

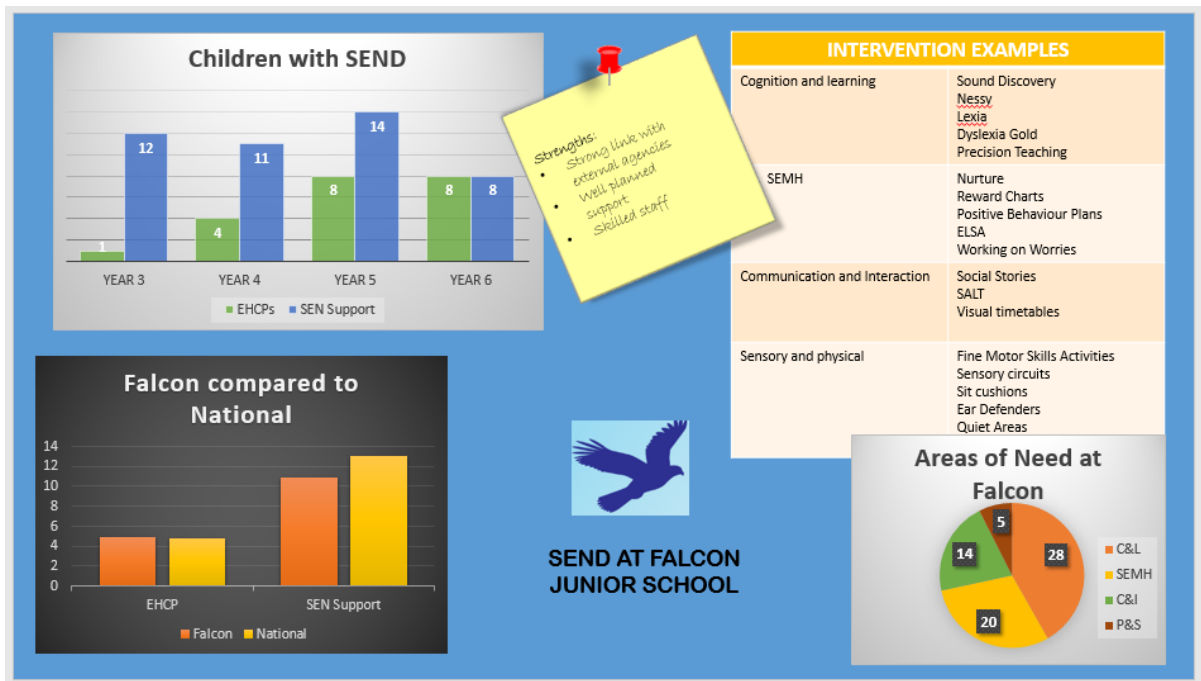
Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Below is a snapshot of how SEND looks in our school in September 2024. The data shows the number of children who have a primary need in a particular category, however some children may have a secondary need which is not represented in this data.



How we identify and assesses pupils with special educational needs.

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. In addition to the governing body, the school's Headteacher and the SEND Co-ordinator, all other members of staff have important responsibilities. Falcon Junior follows the [Sprowston Cluster SEND](#) policy.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. The school's system for observing and assessing the progress of individual children will also identify areas where a child may not be progressing as expected. At Falcon Junior School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. Parents will be contacted by the teacher if a concern is raised, this may then lead to further meetings possibly including the SENDCo. Similarly, if a parent raises a concern then a conversation and a meeting will be arranged between the class teacher and SENDCo.

When assessing and considering a child's needs the teachers may need to consult the SEND Co-ordinator to consider what else might be done. This review may identify that the pupil requires help over and above that which is normally available within class.

Falcon Junior uses the services of CEPP (Child Educational Psychology Practice) to support with further assessment of need and following a meeting with the SENDCo a referral may be made for an Educational Psychologist or Advisory Teacher.

Additionally referrals will be made through the appropriate channels for Speech and Language Therapists, Occupational Therapists, Children and Adolescents Mental Health assessments and dyslexia screening and planning.

Arrangements for assessing and reviewing progress of pupils with special educational needs:

Once a child has been identified as needing extra support / provision the class teacher with support from the SEND Co-ordinator will write an Assess Plan Do Review (APDR) record (*Appendix 1*). In this the child's needs will be outlined in consultation with parents and the learner. Areas of need will be identified and a plan will be put in place on how best to address those needs, either through different provision, targeted intervention or specialised equipment. Targets will be reviewed regularly, and the impact of the provision / intervention will be assessed. The teacher will also have the opportunity to meet and discuss the children with the SENDCo and new targets, interventions or referrals will be made according to need.

INDES (Identification of Needs Descriptors)

INDES are a framework of standardised terms, co-produced and facilitated by the Inclusion and SEND team, breaking down the broad areas of SEND into seven specific sections which describe need:

- Physical disability (including physical and neurological impairment, medical, independence and sensory)
- Deafness
- Visual impairment
- Speech and language
- Social communication and interaction
- Social, emotional and mental health
- Learning and cognition difficulties (including behaviour for learning)

When identifying a child or young person's needs as part of the assess, plan, do, review process (SEND Code of Practice, 2015), professionals use statements within the above that best describe presentation of need from typically developing to complex.

An INDES is completed for all children on the SEN register and shared with the Local Authority.

When a child needs an Education, Health and Care Plan (EHCP):

If a child has significant difficulty despite normal differentiation, intervention in school, involvement from outside agencies, and the child meets the criteria for an Education, Care and Health Plan (EHCP), then a referral for statutory assessment will be made to the Local Authority. Parents can request an assessment for an EHCP themselves, as can their GP. The Local Authority will issue an EHCP if it agrees that the eligibility criteria have been met. More information on how an EHCP works can be found on the Local Offer by following this [link](#).

EHCPs are reviewed regularly to ensure that the provision outlined in the Plan is being provided and to track the child's progress against specific outcomes. Parents and where appropriate children attend review meetings so that they are able to record their wishes and views.

Additional support for learning that is available to pupils with special educational needs.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The National Teachers' Standards detail the expectations on all teachers, and we at Falcon Junior School are proud of our teachers and their development.

Below are some examples of how we adapt our curriculum and learning environment to support all learners:

Learning and Cognition:

- Accelerated Reader
- Differentiated curriculum, delivery, groups, planning and work.
- Displays & Working Wall
- Modelling
- Next step marking
- Pre and post teaching
- Pupil Asset tracking
- Questioning
- Reading/ Spelling/ tests
- Times Tables Rockstars
- Vocabulary displayed
- Writing frames
- Catch up maths intervention to target misconceptions
- Numicon
- Nurture Group
- Sound Discovery
- Y6 maths sets
- Phonic teaching
- Norfolk Assessment Pathways
- ChromeBooks

Physical and Sensory:

- Visual aids & resources
- Visual timetable
- Multi-sensory teaching methods
- Coloured overlays, reading rulers and exercise books
- Sensory circuits

Communication and interaction:

- Seating Plans
- In class TA
- ATT ICT
- Nurture Talk 1:1

- Behaviour and reward charts
- Wellcomm Speech and language intervention

We follow the document [Provision Expected at SEN Support](#) to guide our practice and ensure the best outcomes for children in class.

Specialist Hub of Inclusive Practice (SHIP)

We have recently opened a [SHIP](#) which operates on the school grounds in a separate building. A SHIP is an inclusive provision within a mainstream school that enables children with a range of special educational needs and/or disabilities to have access to individualised and small group support whilst also benefiting from inclusive practice within the mainstream setting.

Admissions for the SHIP are through the Local Authority and not through Falcon Junior school.

Support services that help meet the needs of children with a special educational need:

For some learners we may want to seek advice from specialist teams. We have access to services universally provided by Norfolk County Council as well as using private companies.

These services include:

- Educational Psychologist (CEPP)
- Specialist Teachers (CEPP)
- Speech and Language Therapist
- Parent Support Advisor (Benjamin Foundation)
- School Nursing Service (Just one Number)
- Virtual School Sensory Support
- Mental Health Support Team
- Schools and community Team
- CAMHs (Mental health)
- School to School Support
- Occupational Therapy (Often reports give advice on specialist equipment to purchase and ideas of how we can support children who have physical difficulties.)
- Dyslexia Outreach
- Nelson's Journey
- Community Hub

Once a child has been referred to one of these professionals we then work closely with them to ensure that their recommendations and expertise are used to provide support for the child in school.

How we enable children with special educational needs to engage in all activities:

At Falcon Junior, when necessary, adaptations are made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life. Some children may need specialist resources and/or technology to support their learning. This provision is reviewed annually in our Accessibility Plan. Staff access training in the use of more specialist equipment which a child may require and the children learn how to use resources to maximise their potential within the school environment. For pupils who may have a medical condition our support is planned alongside our [medical conditions policy](#), to ensure that pupils are able to engage fully in school life.

It is important to us at Falcon Junior school that all children whatever their ability or need is treated equally and has access to all the opportunities and experiences that school has to offer. This commitment from Governors and staff is published in our [Equality Objectives](#).

Transitions:

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Our school is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Further information can be found in our [Admissions Policy](#).

Planning for transition is a part of our provision for all learners with SEND. Transition visits to Falcon Junior School from our feeder schools take place in the summer term and various activities are undertaken so that the new intake children feel comfortable and less nervous about coming to our school in September. The Assistant Headteacher of Lower School and the SEND Co-ordinator visits the feeder schools and discusses the Year 2 children transferring to Falcon Junior School with their teachers and SEND Co-ordinators.

For all children in the school, we have a transition day in the summer term when each class spends the day with their next year's teacher. Moving classes is discussed with parents at the summer term review meeting. During the summer term prospective teachers confer with present teachers about the progress of each child, so that in September children's needs continue to be addressed and new targets set. For some children with SEND, Transition books are made so that the child has pictures of the school to look at over the summer break to help them get used to the

upcoming change. A few children have the opportunity to have a 'trial run' the day before the children return in September. This enables them to know where their peg is and their seat in the classroom so they know where to go on the following day.

For children with an EHCP, transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Extra transition visits can be arranged in the summer term for children as appropriate. We work closely with our high school colleagues to ensure a smooth transition for all. We have contact with Year 7 teachers from the high schools in the summer term and discuss those children transferring from our schools so that the new teachers have good information about each pupil's learning needs.

All the secondary schools in our locality arrange a date when Year 6 children can visit for a day as a 'taster' session. Extra sessions can be arranged for children with SEND.

How we support emotional, mental and social development of pupils with special educational needs:

At Falcon Junior we have a strong pastoral team Mrs Wagstaff is a Senior mental Health Champion.

Miss Hindley and Miss Tilney work in our Nurture Team to support children who may be experiencing emotional difficulties including bereavement, friendship issues, anxieties and difficulties at home. We have a dedicated Nurture Room which is a safe place for children to go to. The Nurture team are trained as Emotional Literacy Support Assistants (ELSAs) who meet 1 to 1 with children over a period of at least 6 weeks to work on a particular area of difficulty and one member of the team is Lego therapy trained. They also have training on Working on Worries a CBT based approach to help parents work with their children on worries. We also have a Parent Support Worker who works closely with families within the home setting and is able to signpost them to further support. The Family Support Worker works within school every Tuesday afternoon facilitating 1:1 sessions, cafes and workshops for parents. Regular parent workshops are also hosted by the Schools and Community team and the Children's Mental Health Team.

Falcon Junior has robust safeguarding procedures and clear [positive behaviour and combatting bullying policy](#) which can be found on our school website.

Expertise and training of staff:

Our school improvement and development plan (SIDP) is about developing learning for all and contains detailed plans for continued professional development (CPD) opportunities for all staff. Our SEF for 2023 - 24 can be found on our website: [Falcon Junior School SIDP](#).

Teachers and teaching assistants are expected to attend relevant local authority training courses and also receive appropriate in-house training. The SEND Co-ordinator attends the Essential Skills SEND Forum termly meetings, Local Authority SEND Forums and Cluster SEN meetings as well as selected local authority training courses. Relevant information from training is shared with other staff. She disseminates this information to staff through staff meetings and weekly Teaching Assistant meetings.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff members engage in regular meetings with the SEND Co-ordinator to discuss provision maps and APDRs.

Funding for SEND:

Falcon Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an [SEND memorandum](#). The Headteacher is responsible for allocating the SEND budget.

If additional funds are required to provide specific support for a child, then the SEND Co-ordinator would apply for Element 3 High Needs Funding from the Local Authority when completing an INDES. The INDES would then be triaged by the High Needs funding team and if this met criteria would be allocated additional funds.

Arrangements for Dealing with Complaints:

A parent or carer who is unhappy with any aspect of his/her child's SEND provision should speak to the class teacher in the first instance. To resolve the situation as quickly as possible we will follow the process set out in our school's complaints procedure, available on our website: [*Falcon Junior School policies*](#).

Where appropriate, our SEND Co-ordinator will be informed of concerns and involved in the resolution process. If the complaint is not resolved, the Headteacher should be consulted and the Chair of Governors will be informed if a solution is still not found. A parent may complain either via Education, Health or Social Care.

Norfolk Children's Services complaints procedure is available here: [Children's Services' complaints](#).

If a parent considers the school has not resolved the complaint satisfactorily, s/he can contact the Director of Children's Services.

Useful links and contacts:

SEND Co-ordinator – Mrs Sharon Wagstaff: sendco@falcon.norfolk.sch.uk

SEN Governor: Mrs Christina Taylor

SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Falcon Junior School's website: <http://www.falcon.norfolk.sch.uk/>

Norfolk's SEND Local Offer: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk SEND Partnership: <http://www.norfolksendpartnershiass.org.uk/>

Family Voice Norfolk: <http://www.familyvoice.org.uk/>

Department for Education: <http://www.gov.uk/government/organisations/department-for-education>

SEND guide for parents and carers:
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>



ASSESS PLAN DO REVIEW (APDR)



Name:		DOB:	
EAL	SEND Register	EHCP	PP
Barriers to the child's attainment or progress:			
Communication and interaction	Cognition and learning	Social/Emotional/Mental Health	Physical / Sensory
Health	Wellbeing	Family Support (Early Help, PSW, CIN, CP)	Engagement and motivation
CYCLE 1			
Date started:			
What is the next barrier we want to work on? What do we want to continue? What do we want to achieve?			
Adjustments / resources and support given.			
What impact have these things had? Is there anything that hasn't worked?			
CYCLE 2			
Date started:			
Adjustments / resources and support given.			